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ABSTRACT

A three-year collaborative, inservice teacher-training program--being implemented by New Mexico State University, the University of Arizona, and rural school districts in New Mexico and Arizona--is designed to improve educational and occupational opportunities of rural girls and young women in the region. The program emphasizes new and less stereotypical attitudes and roles for boys and girls, utilizes curricula materials about women and ethnic minorities, and presents information about non-traditional careers. Year I was devoted to preparation and pilot testing, Year II focused on training teachers in their communities, and Year III will see institutionalization and dissemination. During Year II, 12 teacher-trainers presented workshops to 110 participating teachers, emphasizing careers and job availability and the need for generating student interest in subjects essential to career preparation. Tours, distribution of printed materials, movies and filmstrips, and speakers were provided, as well as activities including career discovery, values clarification, and textbook evaluation. Year II program evaluation, based on teacher-trainer journals, case studies, and mailed questionnaires, indicates continued need and support for the program. Recommendations for Year III call for increased use of local teacher-trainers and additional ways to collect data and evaluate the program. (NRC)

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MEETING THE NEEDS OF RURAL MINORITIES:

THE NEW MEXICO STATE UNIVERSITY AND UNIVERSITY OF ARIZONA

FIPSE PROJECT 1982-1984

by

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MEETING THE NEEDS OF RURAL MINORITIES: THE NEW MEXICO STATE UNIVERSITY AND UNIVERSITY OF ARIZONA FIPSE PROJECT 1982-84

Presented at the 1984 AERA Annual Meeting
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I. Introduction

This project is a collaborative teacher-training program being implemented by New Mexico State University, the University of Arizona, and rural school districts in New Mexico and Arizona. The three-year inservice program is designed to improve the educational and occupational opportunities of rural girls and young women in the region. The program emphasizes new and less stereotypical attitudes and roles for boys and girls, utilizes curriculum materials about women and ethnic minorities, and presents information about non-traditional careers. From its initiation, the project has demonstrated cooperative efforts among the rural school districts and the university personnel. This paper will address the findings of the first two years of the project.

A. Problem and Need

Although the general educational and occupational concerns of rural people have received national attention in the last decade, the specific needs of southwestern rural residents remain largely invisible. Among these residents, many southwestern rural women face triple difficulties in gaining appropriate educational and occupational opportunities. The difficulties include: their rural residence; their gender; and their minority status (Amodeo et al., 1982). The number of these women is relatively large and is growing especially in the Southwest. Forty-six percent of the southwestern population lives in census-defined rural areas, in contrast to 33 percent nationwide. Further, the Southwest is experiencing marked economic and social change. For the first

time in more than 160 years, the classic migration pattern from country to city has reversed itself, and some rural areas of the Southwest face an average growth rate of 30 percent (U.S. Bureau of the Census, 1981). These descriptive statistics underscore the necessity of addressing rural needs in a southwestern context.

Today rural women, like their urban counterparts, increasingly find themselves as heads of households working outside the home to survive. Or they find that they need supplemental income to keep their families above poverty levels. As a result, greater numbers of them continue to enter the labor force. In 1978, 49 percent of rural women were either employed or looking for work (Far West Laboratory, 1980; cited in Amodeo, 1981). Unfortunately, rural women are largely confined to low-paying, low-status, and unskilled jobs in clerical, service, or seasonal occupations (Chu, 1980).

Despite some of their similarities with other American women, for southwestern rural women, this problem of job "clustering" is often compounded by a strong agrarian tradition that leaves them ill-prepared for other kinds of work (Smith, 1980). Growth and change in the Southwest are creating opportunities for women to enter new and more economically rewarding areas of employment. Many new industries, especially in high technology and energy-related fields, are locating in the region. It is critical that rural women and girls learn how to benefit from and adapt to changes that are imposed from the outside but that affect individual communities in different ways.

In fact, in the rural Southwest, it is crucial to take note of and deal with the social, economic, and ethnic diversity of the different communities. For example, the occupational needs and opportunities in individual communities differ markedly, and therefore, the educators in those communities want

different training. Among districts included in our program, Sahuarita, Arizona, is experiencing rapid growth related to its proximity to urban centers that provide diverse employment opportunities, especially in high technology and defense industries. Educators there are concerned that their educational services keep pace with these changes. Willcox, Arizona, was predominately an agricultural community with large farms producing wheat and cotton. Recent economic changes have caused serious financial problems for these farms, which are now being divided into orchards. The main economic support of the town is changing to provide services for tourists and retirement migrants; there are efforts to recruit small manufacturing firms. Teachers note that students need knowledge about the different requirements of these new forms of employment. La Mesa, New Mexico, dependent on farming and ranching, confronts increasing unemployment. Educators want to train their students for work in other places. The diversity exemplified by these three communities characterizes the rural Southwest. An inservice training program must respond to the needs of each individual community.

Communities in the Southwest have a great deal of ethnic diversity. Hispanics make up 26.8 percent and 68.7 percent (Arizona and New Mexico) of the rural population. More than three-fourths of the American Indian population in Arizona lives in rural areas. However, the distribution of these groups varies widely among school districts. Benson, Arizona, has a student body that is 75 percent Anglo; 45 percent of the students in Pojoaque, New Mexico, are American Indians; 99 percent of the students in Anthony, New Mexico, are Hispanic.

The varying cultural backgrounds and traditions of these students inevitably influence their reactions to the changing economic character of

their community and to the shifting family roles that often accompany the increasing participation of women in the work force. Research on rural students in the Southwest shows that they have stereotyped notions about appropriate occupations for men and women (Kowallis et al., 1981). In addition, MacCorquodale (1981) found that Mexican-American students, especially boys, although becoming less sex-stereotyped about employment options, did not accept the implications of women's employment for changing family life and sex roles. Personnel in training programs must be aware of these cultural differences and not offer naive, simplistic suggestions that ignore the values and traditions of the students.

A program designed to expand opportunities for the rural students in the Southwest must adapt to a number of conditions in addition to economic and ethnic diversity and cultural traditions which may conflict with new social and economic realities. Distances in the region are vast, making it difficult for school districts to cooperate with each other or to participate in programs at central locations (see Figure 1, p. 5). Rural school districts usually have limited financial resources when funding formulae are based on per capita allocations.* The cultural backgrounds of teachers are often markedly different from those of the students and of the school board. In the Hayden-Winkelman, Arizona, school district, for example, the student body is almost 70 percent Hispanic and the school board members are Hispanic, but the teaching staff in the high school is only about 40 percent Hispanic. In Acoma, New

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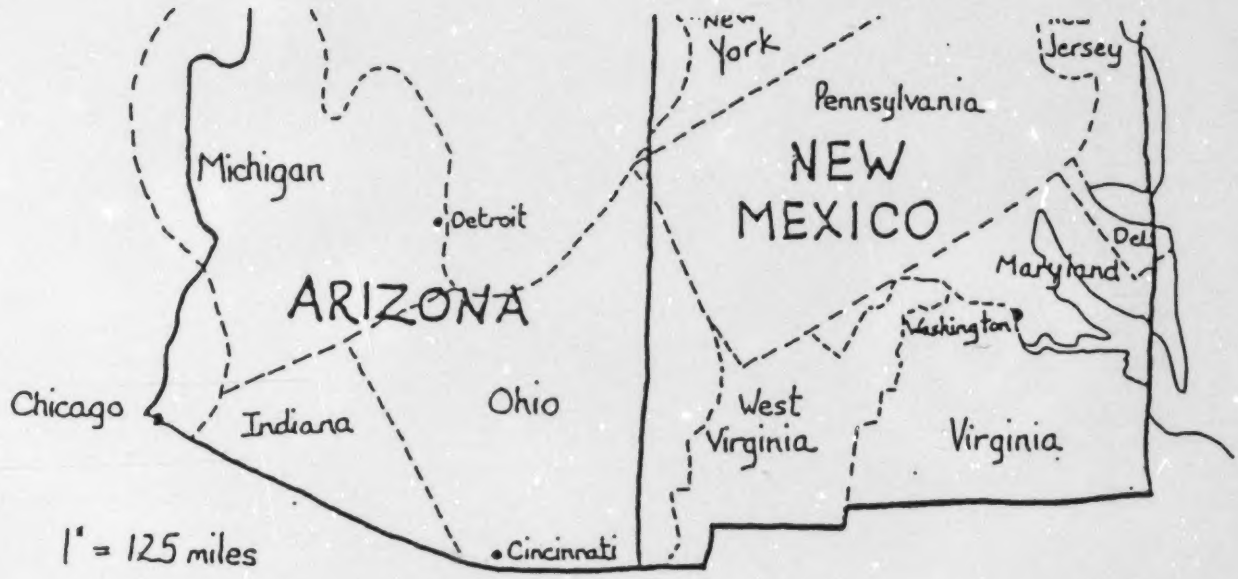
*The funding formula in New Mexico compensates partly for disadvantage based on per capita funding but rural districts are still underfunded compared to urban schools.



Ficure 1. Distance Comparison: Project area compared with eastern United States.

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Mexico, the students are 100 percent American Indian, the teachers Anglo and Hispanic, and the school board 100 percent Anglo. Few of the teachers have received any formal training for the cultural settings in which they work. The school districts have not been in a position to provide inservice training or introduce multicultural or new non-sexist materials with their own resources. Although they have completed Title IX self-evaluation, they have not actively encouraged interest and participation in efforts to change classes that have been traditionally sex stereotyped. The rural school superintendents and teachers with whom we work say that they want inservice training workshops. Specifically, New Mexico teachers seek innovations leading to increased success, in particular, with unmotivated, low aspiration students (Martin, 1981).

Yet another problem in developing a successful program in rural schools is the politically naive spectacle of urban institutions of higher education invading rural school districts and dictating what is best for them. Dunne (1979) reports that some of the more heavy-handed programs designed for rural women assume a common set of cosmopolitan values and smack of "Women's Liberation." The need for sensitivity is heightened in the Southwest with its diverse communities. The FIPSE project was developed cooperatively with the rural districts. Further, the design of the program includes continued collaboration. Training programs, however, must be able to continue beyond the enthusiasm and funds supplied by federal agencies. For that reason, this project focuses on extending local school district expertise so that the changes begun during the funding period will be on-going and institutionalized at a local level.

Despite the difficulties of conducting university collaboration with rural

schools, the need for a cooperative program with elementary and secondary schools is evident. Our experiences at New Mexico State University and the University of Arizona have shown us that college level efforts to change sex stereotyped attitudes, balance the curriculum, and present new career options often occur too late to affect young women's educational and career choices. Further, not all young women will attend college. Research shows that educational and career choices are shaped by attitudes developed during the school years. Traditionally oriented girls tend to set lower expectations and restrict their aspirations to fields traditionally occupied by women (Bayer, 1975; Tangri, 1972). Doherty and Culver (1976) found that high school girls with non-traditional attitudes towards sex roles had higher career aspirations that were more congruent with their potential than the lower aspirations of traditional students.

Findings from numerous studies show the classroom teacher is a key influence on occupational preference and choice, especially of rural and minority students. Edington (1978), Muse and Stonehocker (1979), and Dunne (1980) suggest that the rural teacher is a much more important influence on both students and community than is the urban teacher. Research with Mexican-American students (MacCorquodale, 1981) indicates that parents lack information to guide their children to prepare for scientific and technical occupations and rely on the school for student advising. It also shows that school counselors assume that the classroom teacher provides much of the necessary guidance.

Teacher training institutes at both New Mexico State University and the University of Arizona have included teachers from rural schools, but have not focused specifically on meeting rural needs. The particular problems of rural

areas discussed by rural teachers and indicated by the research in rural education conducted at New Mexico State University emphasize the importance of designing programs with rural schools. Particularly important is the funding that supports the inservice education concept as the most appropriate approach for preparing and maintaining quality rural educators.

B. Rural Teacher Pre and Inservice Training Models

Rural teacher preparation programs were numerous during the first third of the twentieth century. The agrarian economy and the opening of western lands to settlement increased the demand for teachers in rural and small schools. In 1909 President Teddy Roosevelt appointed a Commission on Country Life which called for the training of rural teachers both in educational and social leadership. By 1927 nearly all normal schools and colleges offered some courses in rural education; the majority of the institutions used rural schools for practice teaching experience. Rural instruction reached its zenith between the years of 1926 and 1931.

The depression years were devastating not only to our economy but to rural education. Many of the small schools were forced to close. Subsequently, rural education courses were integrated into urban programs or completely excluded from the curriculum of teacher colleges. Teacher shortages during the war years and the post-war era caused many of the remaining rural and small schools to close. Preservice programs for rural and small schools were further curtailed. During the fifties more teacher training institutions dropped their departments of rural education because of redistribution and consolidation movements.

Cubberly (1922) stressed the following statement which is still appropriate today:

> During the past ten years, new attention has been directed to the special problems of preparing teachers for service in the rural schools. As the complex problems of rural life and rural needs have dawned upon us, we have slowly begun to realize that their solution not only demands a new type of rural education, but that education is also the key to the solution. (p. 289)

By 1977 very few programs for rural education existed to serve the 70 percent of all school districts that have populations under 2,000. William H. Dreier (1977) reported in his study that few colleges in the four-state area of Kansas, Missouri, Nebraska, and Iowa were involved in rural teacher training programs. However, the number of training programs has increased and many inservice programs have been developed but not reported because of their short duration. These programs include field-based approaches with student teachers receiving their training in rural schools, recruitment of rural people for teacher training, a combined pre and inservice teacher exchange model, and a linkage delivery system.

These four preservice programs (fie'd-based, recruitment of local people, teacher exchange, and linkage models) by necessity include some inservice programs. For any training program to be efficient and help retain those already in the rural schools, it must contain inservice programs to meet the current needs and to develop better school, institutional, and community relationships. The inservice program may include in-school workshops, classes on university campuses, outdoor training in environmental education, or leadership training. The type of program to be implemented is dependent upon the needs of the area served. Johnathan Sher (1977) in his book, Education in Rural America: A Reassessment of Conventional Wisdom, says it well.

> The primacy of local circumstances must be respected. Rural America may well represent the single most diverse and heterogeneous group of individuals and communities in our society. Thus the notion of an educational panacea--that is, an educational reform strategy that is

> applicable and effective throughout rural America--is ludicrous. Any reform strategy that seeks to circumvent local traditions, values, beliefs, and capabilities, rather than building upon them, is bound to fail. (pp. 274-275)

An illustration of what can happen when programs are not sufficiently sensitive to community values and beliefs occurred during the pilot phase of this project. After the potential teacher-trainer from Willcox, Arizona, returned to the community with his view of what had been presented during the pilot program, that district withdrew from the project.

Surveys conducted with rural teachers (Amodeo, 1982) indicate that many feel their training programs failed to adequately prepare them for their responsibilities. Some of the areas in which they feel they need more training include: use of screening tests, effects of culture on learning, awareness of cultural taboos and values, assessing cultural tendencies and social behaviors, and multicultural educational techniques. Certainly one of the most important skills, especially for rural teachers, is the awareness of existing values of cultural groups and the differences and similarities among these populations. Statistics have already been given on Hispanic and Indian rural populations in Arizona and New Mexico. Additionally, Blacks in the South, Indians in the mid-western, southern, and eastern states, and Hispanics in Texas, California, Colorado, and the Mid-west are found in rural settings. For a variety of reasons, minority representation on rural school staffs is minimal; and qualified teachers with experience relevant to specific cultural communities are extremely difficult to find and retain.

Inservice programs that are offered may not be directly relevant to the needs of the rural teachers or may not address the cultural diversity of the communities. Usually workshops are planned elsewhere and then delivered to the

schools without input from teachers, parents, or community. One needs survey distributed to parents and guardians of Indian children revealed that 100 percent of the respondents felt that there was inadequate community input into the children's education; 83 percent believed that teachers were inadequately prepared to teach their children; 100 percent believed that their children would benefit from the teachers receiving additional training; and 86 percent would support a program for further training of teachers on-site (Baca, Chan, Chinn, & Tippeconnic, 1980).

II. Design of the Project

The FIPSE project is a collaboration among participating rural school districts, New Mexico State University, and the University of Arizona. It also involves rural advisory boards from each state and local advisory committees from each of the cooperating districts. These groups continue to identify state and local rural educational needs as the project progresses. Because these needs vary so much from community to community, a decentralized program has been designed in which some local teachers, as teacher-trainers, assume much of the leadership responsibility in their districts. In addition, the majority of training activities occur within the rural districts themselves. This design, in an area where school districts are far apart, fosters cost-effectiveness and contributes to successful institutionalization at the local level. As part of the project, curriculum materials, resources, and training skills which are suitable for adaptation to local district needs are developed by the teacher-trainers and the local participants.

The project is a three-year effort comprised of four phases. In the first two years, selected teachers from eight districts were trained. A total of 110 teachers participated. As an additional incentive for participating in the

training, the teachers received stipends. In the third year, the training program will be extended to include additional teachers. Year I was divided into two phases devoted to: 1) preparation and pilot testing, and 2) training the teacher-trainers. Year II is focusing on training of teachers in their communities. Year III will see institutionalization and dissemination.

III. 1982-1983

Phase I (August 1, 1982-June 15, 1983) was devoted to selection of participating districts and teacher-trainers, preparation of training and curriculum materials, and piloting in-service programs in each state. All of the cooperating districts provide K-12 levels and were willing to commit twenty to fifty percent of their certified staff and various support services. In selecting the districts, we gave priority to those that would best represent a cross-section of the rural Southwest. In the beginning, districts in Arizona included Willcox, Benson, Sahuarita, Sells, and Hayden-Winkelman; New Mexico districts included Jal, Gadsden, Pojoaque, Espanola, and Grants.

We worked closely with district administrators in the selection of teacher-trainers. Teacher-trainers were required to commit themselves for the entire program and preferably had had previous inservice experience. We planned to select one elementary and one secondary teacher-trainer from each district. However, two of the ten districts (Willcox and Jal) dropped from the project. Of the eight remaining districts, five have only one teacher-trainer, one district has three, and two districts have two. Of the twelve teacher-trainers, one is a junior high teacher and two are high school teachers.

A. Review and Development of Materials and Resources for the Classroom

The project staff reviewed existing collections of materials for their

applicability to this project. Most of the material, however, was not specifically designed for the rural context. We acquired additional material with a more rural orientation. This rural material serves only as background information because it contains little Southwestern material and/or training activities. We also looked at teaching materials for specific disciplines: social studies, language arts, reading, and especially math and science.

Revision to fit the local context has been achieved in a number of ways. First, it was necessary to work with selected teacher-trainers and other district teachers to ascertain the kinds of materials they wanted in their districts. Benson had no examples of twentieth century literature in the textbooks, and the teachers were very interested in adding materials to fill this gap. Materials were also sent to districts for review. Since the Sells' teachers are on the Papago reservation, they evaluated the usefulness of available Indian materials. We worked with teacher-trainers, other district teachers, and local advisory committees* to determine what is and is not included in district textbooks and what additional material/information they would like to have available to them. Finally, the pilot program in New Mexico and Arizona provided us with further information on local needs.

B. Pilot Program

The pilot program was held in one district in each state. The purpose of the pilot program was to test and evaluate the training program design and a broad range (subject areas and grade levels) of curricular materials. A description of each pilot program is included.

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*Local Advisory Committees of 3 members each will be selected by the district superintendent and the teacher-trainers. Committee members will represent the ethnic diversity of the community and will be knowledgeable about the local economy.

The New Mexico program followed an abbreviated form of the model to be used in Year II. Originally the program was scheduled to cover six days, but prior commitments in the district's schedule forced us to adjust to four days. Days 1 and 2 were conducted October 22-23 by Mary Lynn Hamilton, Luiza Amodeo, and Jeanette Martin in La Mesa, a small community near Las Cruces. La Mesa's economic base is farming and the available services include a post office, grocery store, bar, and a small restaurant. La Mesa is an elementary school in the Gadsden district and had at that time a staff of seven full-time teachers plus a part-time P.E. teacher and tutor. The male representation inculded the principal and one teacher. The full-time teachers, the principal, and the tutor attended the program. All but one participant were Hispanic.

Day 1 provided an exploration of general women's issues in careers and in subject areas as well as an examination and modification of curricular materials for the local context. Day 2 was a workshop to refine skills, plans, and materials that teachers can use in the classroom. On Day 1 teachers were administered a pre-test and a brief needs assessment. Among teachers' major concerns were finding materials to fit the local context and non-traditional career information. Day 2 also included another needs assessment/evaluation that was used to develop a general needs assessment instrument for all the New Mexico districts participating in Year II. All of the data gathered was intended to be used to modify materials and methods for the summer institute.

A follow-up workshop was held in February to focus on strategies to increase girls' participation and accomplishments in math and science and understanding of implications for career opportunities. The concluding workshop was held in April and covered the exchange of successful classroom strategies and projects, evaluation of new materials adopted during the pilot,

and strategies for institutionalization.

Evaluations from the first two days indicated that the pilot had been successful so far. Teachers asserted that the program was fitting their needs and introducing them to new information. Teachers were especially impressed with the focus on their needs and concerns and on the local context; and they were excited by the activities they were able to create that involved the specifics of their own community.

The Arizona pilot program was modified from the one presented in the original proposal. On January 15, 1983, the ten Arizona teacher-trainers met for a one-day workshop, conducted by Mary Lynn Hamilton, that introduced them to the project in detail and gave them curricular materials for immediate use in the classroom. The outline for this day was as follows:

1. Introductions

   Evaluations (needs assessment occurred throughout the day)
2. Activity--Startling Statements
3. Introduction of Issues/Concepts
4. Karen Anderson, History, U of A: "Effects of Adding Women to the Study of History"
5. Brief review of textbooks
6. Perusal of materials available throughout the project time period
7. Creation of teachers' own materials

Upon returning to their districts, the teacher-trainers: a) used/tested new materials, b) enlisted participants from their districts in the project, and c) evaluated materials and texts. Unlike New Mexico, there were no formal follow-up days; contacts were made in Arizona through three phone updates between January and March. These phone consultations were designed to assess

the progress teacher-trainers were making in the areas above.

It was felt that this modification in the Arizona pilot was necessary for a number of reasons. First, one of the purposes of this project is to develop a training model that can be successfully replicated in other rural areas. By using two different pilot models, we were able to gather data on a greater variety of strategies. The Arizona model was chosen because it was felt that more teachers would be involved in the early stages of the project. Because more districts were involved, we were able to obtain more input for curriculum revision and were better able to plan for the intensive summer institute, which followed the format of this pilot model.

C. Needs Assessment

In each state pilot program, needs assessment instruments were developed by Mary Lynn Hamilton, Luiza Amodeo, and Jeannette Martin. Staff members asked teachers to list categories of concern and make specific statements about these categories. The list of categories and statements were then distributed to all the teachers who were to participate in the Year II program. Teachers then agreed or disagreed (continuous scale) with these statements of concerns. The needs assessments were completed in each state by March 1983.

D. Summer Institute

The Summer Institute was a intensive five-day residential teacher training program (conducted by Amodeo, Hamilton, Kelley, and Tarpchinoff) at the University of Arizona to train the teachers who were to conduct inservice programs in local rural communities. The program included both all-day sessions and evening activities. The purpose of the institute was to develop the leadership and training skills of teacher-trainers so that the subsequent

district inservices would be led by local personnel who could respond effectively to local needs and encourage local initiative. This use of local teacher-trainers was intended to alleviate problems that might arise if the program were totally dependent on external, urban-based personnel and resources.

As previously discussed, Willcox, Arizona, had chosen to withdraw from the project. The Jal, New Mexico, teacher-trainer did not show up for the Summer Institute and, since no further communication concerning the project had been received, Jal was dropped as a site in New Mexico. Sahuarita, Arizona, did not send teacher-trainers to the Institute, but has been participating in the project during the year.

The majority of teachers-trainers attending the Summer Institute were not the ones originally chosen by the districts for the project; in Arizona they were not the ones who had participated in the pilot program. New Mexico teacher trainers include one school counselor and two school principals.

During the Institute, the teacher-trainers began to recognize and develop plans to deal with the existence of sex-role and minority stereotyping in textbooks and district curriculum guides. Teacher trainers began to recognize and deal with the importance of science and math skills in developing non-sexist career alternatives for boys and girls. The teacher-trainers also received training in the areas of reading methods for low-aspiration students, text evaluation, non-sexist teaching strategies, and techniques for encouraging young people and minorities in math and science. By the end of the five-day institute, teacher-trainers had developed initial plans for inservice sessions for their local districts and had begun to develop skills to train other teachers to create their own materials.

In addition to the other responsibilities, teacher-trainers were asked to keep journals of their projects throughout the year and to submit bi-weekly summaries of their journals to the staff. Each teacher-trainer was also asked to develop a brief case-study of one person in the project who was believed would be likely to change in some way during the participation in the project.

The general reaction to the Summer Institute was positive on the part of the participants, especially to the materials, activities (both the variety and the opportunity to actually do the activities), speakers, personnel, and informal atmosphere. Negative reactions were to the lack of appropriate space, the insufficient number of hands-on activities, insufficient time, and lack of role-playing activities.

IV. 1983-1984

A. Inservice Program

The major responsibility of the twelve teacher-trainers is the planning and implementation of their district inservices. They also act as liaisons between the university staffs and the districts. They maintain close contact with the district administrators, the local teachers, and the project directors in order to facilitate the smooth and successful functioning of the project.

The twelve teacher-trainers (7 in New Mexico and 5 in Arizona) include seven Hispanics in New Mexico three of whom are male. The Arizona teacher-trainers are all Anglo females. In New Mexico, the 64 participants include 12 men and 46 members of minority groups. In Arizona, the 46 participants include 2 men and 5 members of minority groups. Each state has one district with participants from K-12 schools across the district, one district with elementary teacher participants from several schools in the district, and one district in which all of the participants are from the single existing district

elementary school. In one New Mexico district, the participants are all from one of the district's elementary schools; in one Arizona district, the teacher-trainer is a junior high school teacher and the participants are all elementary teachers.

Teacher-trainers in each district have scheduled workshops at times that meet the needs of the majority of the local participants. Some have been scheduled after school, others on Saturdays. The project directors have attended as many of the inservice sessions as possible to provide support and additional information for the teacher-trainers and to serve as resources for the teacher-participants.

Teacher-trainers decide, in consultation with district teachers and administrators, where emphasis should be given. In New Mexico, the emphasis has been on careers and job availability in each community. In Arizona, the emphasis has been on math and science and on generating the students' interest in these subjects for career preparation.

In both states, a major thrust is on career education; the teacher-trainers work creatively to present pertinent local information to the participating teachers. In Hayden-Winkelman, Arizona, for example, the participating teachers invited a female police chief to speak to their classes. The following week teachers and students visited the police station. In Gadsden, New Mexico, the teacher participants arranged to tour the Microswitch plant in Las Cruces in order to become more aware of the types of careers that exist in this industry. Gadsden also arranged to have the NMSU-Space Center Microcomputer Van spend two days at one of the schools. This allowed both students and teachers to have "hands on" microcomputer experience.

The 1983 needs assessment revealed that teachers felt that having more and

better materials available was their first priority. In responding to that need, project staff and participants are reviewing the published materials in the Project's library and/or those which belong to the districts to determine their utility in rural schools. For example, Benson, Arizona, has used information from the project's library to write a supplemental unit on twentieth century literature, a subject ignored in its texts. Teachers in Indian Oasis discovered that the schools' materials contain little information which is applicable to American Indians and the teachers are presently adapting materials so that they are more appropriate.

Relevant articles and activities have been copied and made available to all participants. Some participants have reported sharing these materials with non-participant teachers, family, and friends.

Movies and filmstrips relevant to the project have been borrowed from the women's centers at University of Arizona and University of New Mexico for inservice and school use. Those used include the Fable of He and She; You Have Many Job Choices, Charlie Brown; Who Works for You? American Women: New Opportunities; Prevention of Teen Suicide; When Teens Get Pregnant; The Time Has Come; Joyce at 34; Men's Lives; Killing Us Softly; Portraits of Courage; and She's Nobody's Baby.

Speakers at inservices have been from many locations and agencies. They have included speakers from the Women in Science group at Los Alamos National Laboratory; a community-parent panel; the State Department of Education; NMSU and the New Mexico State Writing Project; New Mexico Highlands University; Resource Center, Inc.; a teen center. They have included a nurse, a school teacher, a police chief, a judge, and other career-oriented speakers. A variety of activities have been used at inservice sessions. Some of these

include: career discovery, values clarification, discussion of the sexism and bigotry in television commercials and magazine advertisements, workshop on drugs and peer pressure, textbook evaluation, equals activities, pot lucks, and luncheons.

8. Evaluation

In New Mexico, the year's evaluation will be based on the teacher-trainer journals and case studies. In addition, a preliminary evaluation form was sent to all participants in February. Twenty-eight of the sixty-four participants returned the evaluation form. Participant reaction has been very favorable. They feel the project has increased their awareness of the need for equal opportunities in education and given them some strategies to use in their classrooms. Participants have become more determined to develop their own potential and that of their students. The participants are very entusiastic about the continuation of the project for a third year. The most negative aspect of the project to many of the participants seems to have been giving up so many Saturdays.

A final evaluation form will be completed by all participants during the last inservice program in each district. An evaluation discussion will also take place during each final inservice program. Additionally, in June 1984, the project will be reviewed and evaluated by the project directors at a meeting in Tucson. Before this meeting, teacher-trainers and a project staff member will review teacher-trainers' journals to examine perceptions of the inservice program and to assess evidence of attainment of the following goals: increasing knowledge of non-traditional careers, increased awareness of minority concerns, and increased classroom skills. Other participating teachers will be interviewed at the end of the year and responses to attitude

post-test evaluation forms will be tabulated to measure the degrees of success of the project. At the end of this process, improvements and modifications will be made to enhance the program for Year III.

V. Summary and Recommendations

The need for the project continues. Teachers express a desire for more materials and more information. They need training, services, and resources. The women, especially, need continued reinforcement about their abilities and their self-worth. Comments on the evaluations present poignant scenarios in support of this statement.

The stipends paid to participants helped initially to get teachers involved in the project. Also, the stipends have off-set the expenses involved for teachers traveling to inservice sessions. Some of the districts, particularly in New Mexico, are geographically large. So, even though the inservice sessions were held in the local districts, some teachers had to drive long distances to attend the sessions. The budget for Year III does not include stipends; this will be a disadvantage. However, we hope that the enthusiasm the participants have for the project will continue.

Having local teacher-trainers assume the leadership for the district inservices has been positively received by everyone involved in the project. The trainers are aware of local needs and interests and, thus, are able to choose appropriate topics and activities for the inservice sessions.

As with many projects, a major problem has been communication among staff and participants. In New Mexico, three of the districts are approximately 300 miles from the University. This makes meetings among staff and teacher-trainers, other than at inservices, nearly impossible. Because of this, the New Mexico teacher-trainers have had to be self-reliant and innovative.

A better method of collecting data needs to be developed. Several of the teacher-trainers have not submitted journal summaries and/or case studies. Those journal summaries that have been submitted have not proven to be particularly useful. Ethnographic studies would take more time than the staff have available for the project. The staff are not on-site to do such studies, and people who are trained to do them are not available. Additional ways to collect data and to evaluate the program need to be one focus of Year III. Although it cannot be quantified, the enthusiasm of the participants makes the project enjoyable for everyone. Changes in attitudes and life styles are best summed up by the comments of one of our participants: "I have become more aware of the stereotyping we promote in rural education--roles, texts, etc. My expectations of the students are now being based more on the individual's strengths and weaknesses than on whether they are male or female."

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